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CONNECTICUT PUBLIC SCHOOLS

CONDITION OF EDUCATION 1980-81

VOLUME I
ANNUAL REPORT

STATE OF CONNECTICUT BOARD OF EDUCATION - 1982

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STATE OF CONNECTICUT

STATE BOARD OF EDUCATION

To the Honorable William A. O'Neill, Governor, State of Connecticut
and Members of the Connecticut General Assembly

We are pleased to submit the Annual Report of the Programs and Evaluations of the Connecticut State Board of Education and the State Department of Education for the 1980-81 fiscal year. This year's report has been modified to highlight the objectives contained in the Comprehensive Plan for Elementary and Secondary Education and the actions taken to address them in 1980-81.

A number of activities were undertaken on the state and local level to increase state support of public education and equalize the ability of each of the state's 169 towns to provide a suitable education for all students.

In 1980-81, one key activity in local school districts involved the establishment of educational goals. This effort was designed to involve the entire community in the process.

During the year, the State Department of Education was realigned in an effort to assist local school districts in improving the quality of school programs. The newly established Bureau of School and Program Development began implementing 'Effective Schools' research and this effort will result in enhancing the factors for success in public schools throughout Connecticut.

The newly formed Bureau of Curriculum and Staff Development began another process that will have a significant impact on school programs at the local level. By developing guides to curriculum development in the eleven subject areas mandated by state law, and a companion guide that explains how to go about the curriculum development process, the State Department of Education is attempting to emphasize the importance of developing appropriate programs for the 1980's and beyond.

We look forward to working with you in the coming months as we strive to improve educational opportunities for all of our citizens.

Sincerely,

John E. Toffolon, Chairman
State Board of Education

Mark R. Shedd, Secretary
and Commissioner of Education

Box 2219 • Hartford, Connecticut 06115

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CONNECTICUT PUBLIC SCHOOLS

CONDITION OF EDUCATION 1980-81

ELEMENTARY AND SECONDARY

VOLUME I
ANNUAL REPORT
OF PROGRAMS AND EVALUATIONS

ANNUAL REPORT SERIES BRPE-82-9

STATE OF CONNECTICUT BOARD OF EDUCATION - 1982

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INTRODUCTION

I. Reporting on the Condition of Public Elementary and Secondary Education

The State Board of Education has the statutory responsibility to assess and report on the condition of public education in Connecticut. Section 10-4 of the Connecticut General Statutes states, in part, that the State Board of Education shall "...keep informed as to the condition, progress and needs of the schools of the state... recommend policies and programs designed to improve education and publish such reports and information concerning the educational interests of the state... submit to the Governor...and to the General Assembly, a detailed statement of the activities of the board and an account of the condition of the public schools and of the amount and quality of instruction therein and such other information as will assess the true condition, progress and needs of public education."

In partial response to these charges, the State Board of Education annually publishes and distributes a three-volume report entitled **The Condition of Public Elementary and Secondary Education in Connecticut.** Volume I provides a report on programs and evaluations of the State Board of Education; Volume II identifies and discusses trends and perspectives in state education; and Volume III presents town and school district profiles.

II. The Purpose of Volume I

The purpose of Volume I is to incorporate in one consolidated document a number of reports required by the Connecticut Statutues. Published each February, the report reflects the preceding fiscal year (July 1 - June 30). Included in this volume is detailed, Federally and State funded information on the activities of the State Board of Education (and its operational agency - the State Department of Education) and information on the progress in fulfilling the provisions of the Comprehensive Plan for Elementary and Secondary Education adopted in 1980.

III. The Organization and Content of Volume I

This report has five sections. A brief description of each follows.

Overview of Accomplishments

In this section will be found a summary of major State Board and State Department activities and an assessment of progress on Comprehensive Plan objectives and action strategies.

Program Reports

The program reports encompass all major programs of the State Department of Education including those programs for which evaluation reports are specifically mandated by the General Statutes. The reports are organized by Division, Bureau and Unit.

The Division reports identify divisional responsibilities as they are assigned to specific Bureaus. The Division reports also specify broad agency goals set by the State Board of Education and the General Statutes[1]. Finally, the Division reports

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[1]Three kinds of goals are represented by the following designations:
Roman numerals - State Board goals
Lower case letters - statutory goals
Upper case letters - goals unique to particular divisions

specify long-range objectives, most of which are drawn from the Comprehensive Plan for Elementary and Secondary Education and which carry the code numbers found in the Comprehensive Plan[2]. Progress in meeting these objectives is summarized. The Bureau reports describe the functional units within the Bureau. The Bureau reports also summarize accomplishments which relate directly to Divisional long-range objectives as stated in the Comprehensive Plan and/or found in the General Statutes. Finally, Bureau reports provide a summary of annual expenditures[3].

The Unit reports provide the most detailed information on program activities and accomplishments. In these reports, long-range Division objectives are translated into short-term objectives addressed during the year of the report. For each short-term objective, outcome data are cited. Finally, an interpretation of unit performance is provided. The evaluative information reported on unit accomplishments supplies the substance for the Bureau summary of accomplishments.

Program Index
This index lists the distinct programs of the State Department of Education with page references.
Key to Federal Statutes
Federal statutes are listed by public law number and name with page references.
Key to State Statutes
State statutes are listed by section number and title with page references.

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[2]These code numbers are used throughout the document to identify Comprehensive Plan objectives and to report progress in achieving them. Other objectives are distinguished by their respective goal letters and numerals.

[3]Exact financial data are given only in the Division reports. The financial data found in the Bureau and Unit reports are estimates.

OVERVIEW OF ACCOMPLISHMENTS

Connecticut's public school system, serving 535,479 students (grades K-12), seeks to provide excellent educational programs within a framework established by law.

Central to the body of state law related to education is this precept:

> Each student in Connecticut's public schools is guaranteed an equal opportunity to receive a suitable program of educational experiences. Assuring a suitable program for each student is the responsibility of the state.

To fulfill this responsibility of state government, the nine-member State Board of Education engages in wide-ranging leadership activities, provides technical assistance to educators in local and regional school districts, protects the interests of the state by enforcing education law and continues to serve as a principal advocate for children and youth.

Members of the State Board of Education are appointed by the Governor, subject to the approval of the General Assembly. John E. Toffolon of Riverton continues to serve as Board Chairman by appointment of the late Governor Grasso. He is serving a six-year term which expires in 1985. Other members serving six-year terms which expire in 1985 are June K. Goodman (vice-chairwoman), Danbury; Roberto Fuentes, Stamford; and James J. Szerejko, Hartford.

Serving four-year terms which expire in 1983 are Dayson D. DeCourcy, West Hartford; Julia Rankin, Ashford; Gail Stockham, Stratford; Rose B. LaRose*, Putnam; and Rose Lubchansky, New London.

All subsequent appointments to the Board will be for four-year terms.

Serving with the Board in an ex officio capacity is the Commissioner of Higher Education. Michael Usdan served in that capacity through July, 1981.

Under provisions of the state government reorganization bill, the Commissioner of Education, who is the Secretary of the State Board and Education Administrative Head of the Department of Education, serves for a four-year period co-terminus with the Governor. Mark R. Shedd has served at the pleasure of the Board since 1974 and was reappointed to a four-year term as Commissioner of Education on January 3, 1979. Theodore S. Sergi serves as Deputy Commissioner of Education and Assistant Secretary of the State Board.

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* Resigned as of October 26, 1981; Abraham Glassman of South Windsor was appointed to the State Board effective December 1, 1981 to fill the vacancy created by Mrs. LaRose.

THE COMPREHENSIVE PLAN FOR ELEMENTARY AND SECONDARY EDUCATION

The state's first five-year Comprehensive Plan for Elementary and Secondary Education was adopted by the State Board of Education in February 1980. It is the blueprint for local school districts and the state to plan, to implement and to evaluate excellent programs for each student in the public schools.

The Comprehensive Plan represents the thinking and contributions of thousands of people who care deeply about quality and equality in public education - students, parents, teachers, school board members, administrators, the state level education community, representatives of business, civic and service organizations and many others.

The statewide Goals for Education include motivation to learn, mastery of basic skills, acquisition of knowledge, competence in life skills and understanding society's values.

In its Statewide Objectives for Public Education, the State Board of Education asks Connecticut citizens to share its commitment to positive change. The objectives say, in sum, that the public school system can and will improve in areas of critical importance within the next five years.

- Motivation to Learn - An increase to 80 percent in the proportion of ninth graders who complete high school; an increase in school attendance by all students.

- Mastery of Basic Skills - A five percent increase over the 1980 results in the average score on the ninth-grade proficiency tests in the basic skills of reading, writing and mathematics, accompanied by measurable improvement in the basic skills in grades 3, 5 and 7.

- Acquisition of Knowledge - An increase of five percent in the proportion of students who demonstrate proficiency on statewide tests of knowledge of science, mathematics, social studies, the arts, literature and languages.

- Competence in Life Skills - Placement of all eligible secondary school graduates in employment or post-secondary education or training programs, with special emphasis on new opportunities for minorities, women and the handicapped; an increase in the proportion of 18-year-olds who register to vote and do vote.

- Understanding Society's Values - A 10 percent increase in the proportion of special needs students who participate in learning experiences which have been traditionally inaccessible because of discrimination based on race, language, sex or handicapping conditions; a 10 percent decrease in indicators of negative student behavior, including suspensions, expulsions, thefts, assaults and vandalism within schools.

In its goals, the State Board pledges to use it influence, resources and authority in the areas of critical need. Those areas have been defined by the Board and local school district educators working together. Moreover, the Board has set specific objectives and developed strategies so that it can accurately measure its success in providing assistance to local school districts. In this sense, the Comprehensive Plan becomes a valuable management tool for the State Board.

The four major goals of the State Board are equity and equal opportunity, improving school programs, ensuring professional competence and evaluating success.

In order to ensure that the goals and objectives of the Comprehensive Plan are being met, the agency developed over 140 action strategies and placed clear responsibility for their accomplishment with members of the staff. Key strategies were successfully undertaken by each Division of the Department during the 1980-81 school year.

DIVISION OF VOCATIONAL AND ADULT EDUCATION

In keeping with the required actions set out in the Comprehensive Plan for Elementary and Secondary Education, the Division developed a 1981 revision of the Connecticut Master Plan for Vocational, Career and Adult Education. The biennial revision of the Master Plan was completed under the direction of a 31-member policy advisory group representing a broad range of organizations and agencies concerned with employment and training. This activity has increased collaboration among labor, business, community organizations, education and agencies of state and local government.

The Division also made major progress in the implementation of a comprehensive vocational education data system. A data-based computer system was piloted which identified two alternatives for collecting data from employers on their perceptions of vocational program graduates.

Innovative programs were identified and funded in order to successfully prepare women, minorities, handicapped students and those with limited English proficiency to complete vocational and technical training. A major expansion of vocational programs serving adult women was accomplished through the establishment of ten programs for displaced homemakers.

DIVISION OF VOCATIONAL-TECHNICAL SCHOOLS

A review was made of the curriculum in the regional vocational-technical schools throughout the state. A priority list of curriculum to be written or revised was prepared and relevant activity was begun. Extensive work was conducted in the following areas: general and related education, health occupations, hairdressing and cosmetology, bilingual education and adult education.

A community outreach program was developed for the vocational-technical schools. There was a community relations person designated for each school. Following in-service training for this group and school directors, the schools developed their own public relations programs. Specific system-wide outreach activities were conducted at the division level. "Stepping Up With A Skill", a 12-minute videotape about the schools, was aired on Connecticut Public Television and a copy was provided to each school for their outreach programs. Two television public service announcements were made from the videotape and used repeatedly by television stations throughout the state. In addition a bilingual brochure on the Title I program was prepared and distributed.

DIVISION OF VOCATIONAL REHABILITATION

Cooperative intra-agency agreements were developed among the Division of Vocational Rehabilitation, the Division of Vocational Education and the Bureau of Student Services in order to ensure the full and coordinated use of fiscal and personnel resources in providing appropriate programs, services and learning opportunities to special needs groups.